

Year 6 2020-2021

Enrichment	All About Me Whole School Museum	What did they do for me? Produce and publish a book	From Local to Global Whole School Information Centre	Time Travellers Performance	Show What You Grow Whole School Picnic/Farmers Market	Heal the World
<p><b>Summer – Residential</b></p> <p><b>Moderation ideas (Litco)</b> Formal letter Hybrid of information/persuasion report Story narrative Diary Explanation topic Biography</p>	<p><b>English:</b> Finding Winnie</p> <p><u>Whole class guided read:</u> When we were warriors by Emma Carroll.</p> <p><u>Final Outcome</u> Fiction: Recount writing Non-Fiction: Biography of Harry Colebourn</p> <p><u>Incidental writing:</u> Diary writing (present perfect tense application) In role as character Setting description Formal letter (No contractions)</p> <p><u>Mastery Focus</u> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs Use semi-colons, colons or dashes to mark boundaries between independent clauses (GD) Know how words are related in meaning as antonyms and synonyms Integrate dialogue in narratives to convey character and advance the action.</p> <p><b>CEW:</b> correspond, cemetery, sacrifice, prejudice, foreign, individual, determined, soldier, ancient, equipment, shoulder, recognise, identity</p> <p><b>Linked texts:</b> Letters from the lighthouse (RFP TEXT) Adolphus tips War horse Goodnight Mr Tom</p>	<p><b>English:</b> Selfish Giant</p> <p><u>Whole class guided read:</u> The Snow Sister by Emma Carroll</p> <p><u>Final Outcome:</u> Fiction – Narrative (Recap speech and character action here. Apply perfect and progressive tense in describing setting.) Non-Fiction – Journalistic report</p> <p><u>Incidental writing:</u> GD – Poem Recount writing (present perfect tense application) Persuasive letter (No contractions) Setting description GD – Diary</p> <p><u>Mastery Focus</u> Select vocabulary and grammatical structures for informal and formal speech/writing. Use of passive voice to affect the presentation of information. Use of semicolons to mark the boundary between clauses Use a range of cohesive devices to link across paragraphs.</p> <p><b>CEW:</b> temperature, suggest, variety, conscience, controversy, especially, committee, determined, necessary, hindrance, nuisance, accommodate, apparent, appreciate, sufficient, privilege, community</p> <p><b>Linked texts:</b> Gaslight (RFP TEXT) Twelve minutes to midnight</p> <p><b>Oak Academy Units:</b> <b>NC report: Pandas (15 lessons)</b></p>	<p><b>English:</b> Can we save the tiger?</p> <p>Poetry – A Tiger in the Zoo by Leslie Norris.</p> <p><u>Whole class guided read:</u> When the Mountains Roared by Jess Butterworth</p> <p>The Tyger by William Blake. (Poem)</p> <p>Extract from the Jungle Book – Link to English text.</p> <p>Greta Thunberg COP26 speech</p> <p><u>Final Outcome:</u> Non-Fiction – Information text about an endangered animal - Link in persuasion (No contractions) Innovated text about The Vulture??</p> <p><u>Incidental writing:</u> Poem Character POV Persuasive writing</p> <p><u>Mastery Focus</u> Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning. Expanded noun phrases to convey information precisely. Modal verbs and adverbs to indicate degrees of possibility. Use brackets, dashes and commas for parenthesis.</p> <p><b>CEW:</b> persuade, environment, opportunity, achieve, physical, curiosity, sincere, immediately, signature, explanation, sincerely, guarantee, according</p>	<p><b>English:</b> Watertower</p> <p><u>Whole class guided read:</u> SATs practice Linked text – The boy in the tower</p> <p><u>Final Outcome:</u> Fiction – First person narrative (Apply perfect and progressive tense in describing setting. Speech and character action) Non-Fiction – Journalistic report</p> <p><u>Incidental writing:</u> Descriptive writing Diary writing (present perfect tense application) Information text</p> <p><u>Mastery Focus</u> Selecting language, form, format and content to suit a particular audience and purpose. Children will use the structure and language features of journalistic reports, to write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose.</p> <p><b>CEW:</b> attached, available, embarrass, exaggerate, convenience, interrupt, accompany, mischievous, communicate</p> <p><b>Linked texts:</b> Crater Lake (RFP) The man who walked between the towers (Art link) The wild way home Wisp: A story of hope</p> <p><b>Oak Academy Units:</b> <b>Journalistic Writing: Spiderman (20 lessons)</b></p>	<p><b>English:</b> Watertower</p> <p><u>Whole class guided read:</u> SATs practice Linked text – The boy in the tower</p> <p><u>Final Outcome:</u> Fiction – First person narrative (Apply perfect and progressive tense in describing setting. Speech and character action) Non-Fiction – Journalistic report</p> <p><u>Incidental writing:</u> Descriptive writing Diary writing (present perfect tense application) Information text</p> <p><u>Mastery Focus</u> Selecting language, form, format and content to suit a particular audience and purpose. Children will use the structure and language features of journalistic reports, to write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose</p> <p><b>CEW:</b> aggressive, harass, neighbour, recommend, available, interfere, secretary, vegetable, definite, familiar, lightning, disastrous, exaggerate, parliament, yacht, bargain, develop, frequently, pronunciation, stomach, apparent, conscious, occur, rhyme, thorough, category, marvellous, programme, occupy, awkward,</p> <p><b>Linked texts:</b> Crater Lake (RFP)</p>	<p><b>English:</b></p> <p><b>Darwin's Dragons???</b> I've heard good stuff about this book - I'll send you the links..... potentially a change?</p> <p><b>Darwin's dragons ideas:</b> Diary Retell Farthing's story Description of Galapagos islands Biography on Charles Darwin</p> <p><b>Whole class shared read:</b></p> <p><b>CEW:</b> amateur, competition, relevant, system, average, criticise, existence, vehicle, leisure, profession, dictionary, government, muscle, queue, appreciate, rhythm, twelfth, desperate.</p> <p><b>Linked texts:</b> Moth: An evolution story What Mr Darwin saw Amazing evolution: The journey of life When we became humans</p> <p><b>Oak Academy Units:</b> <b>Mixed Outcomes: Sherlock Holmes (30 lessons)</b> <b>The Giant's Necklace (5 lessons)</b></p>

	<p>Once Secrets of a sun king After the war</p> <p><b>Oak Academy Units:</b> Diary Writing: The Windrush (25 lessons) Reading: The Blitz Survivor Stories (5 lessons) London is the place for me by Lord Kitchner (5 lessons) Goodnight Mr Tom (5 lessons)</p>	<p><b>Narrative: Rabbit Proof Fence (30 lessons)</b></p>	<p><b>Linked texts:</b> Running Wild (RFP) Wangari's Trees of Peace: A True Story from Africa Where the forest meets the sea Jungle Book</p> <p><b>Oak Academy Units:</b> Mixed Outcomes: The Golden Compass (30 lessons)</p>	<p><b>Reading: Poetry - The Listeners (5 lessons)</b></p>	<p>The man who walked between the towers (Art link) The wild way home Wisp: A story of hope</p> <p><b>Oak Academy Units:</b> Biographical Writing: Important Scientists (10 lessons) Reading: Holes (5 lessons)</p>	
	<p><b>Maths:</b> <b>Unit 1:</b> Place value within 10,000,000 (7 lessons) <b>WRM R - Place Value (4 lessons)</b> <b>Unit 2:</b> Four operations (1) (10 lessons) Four operations (2) (9 lessons) <b>WRM R - Add/Subtract (4 lessons)</b> <b>WRM R - Multiplication/Division (6 lessons)</b></p>	<p><b>Maths:</b> <b>WRM R - Factors (1 lesson)</b> <b>Unit 4:</b> Fractions (1) (11 lessons)</p> <p><b>WRM R - Fractions (5 lessons)</b> <b>Unit 5:</b> Fractions (2) (9 lessons) <b>Unit 6:</b> Geometry – position and direction (4 lessons)</p>	<p><b>Maths:</b> <b>Unit 7</b> Decimals (9 lessons) <b>WRM R - Decimals (2 lessons)</b> <b>Unit 8</b> Percentages (9 lessons) <b>WRM R - Percentages (1 lesson)</b> <b>Unit 9</b> Algebra (11 lessons)</p>	<p><b>Maths:</b> <b>Unit 10</b> Measure – Imperial and metric units (5 lessons)</p> <p><b>Unit 11 Measure – perimeter, area and volume (11 lessons)</b> <b>WRM R - Volume (1 lesson)</b> <b>Unit 12</b> Ratio and proportion (9 lessons)</p>	<p><b>Maths:</b> <b>Unit 13 Geometry (14 lessons)</b> <b>WRM R - Drawing Angles (3 lessons)</b> <b>Unit 14</b> Problem solving (14 lessons) <b>Unit 15</b> Statistics (10 lessons)</p>	<p><b>Maths:</b></p>
<p><b>Oak Academy Units:</b> Sustainability (6 lessons)</p>	<p><b>Science:</b></p> <p>Humans and Animals <i>Missed Year 5 Objective: Puberty discussion</i></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood</li> </ul>	<p><b>Science:</b></p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> </ul>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Light</u></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Cross Curricular:</b> Explanation of how light travels</p>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Electricity</u></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the</li> </ul>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Evolution</u></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring</li> </ul>	

	<p>vessels and blood .</p> <ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water animals, including humans, are transported within the body.</li> </ul> <p><u>Working scientifically</u> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p><u>Cross Curricular:</u> Information text of circulatory system</p> <p><u>Type of enquiry – Observation over time</u></p> <p><u>Links to prior learning</u> Link to Y5 Animals and Humans</p> <p><b>Oak Academy Units:</b> Humans and Animals (6 lessons)</p>	<ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Famous scientist and doctors John snow (cholera outbreak) Alexander Fleming (penicillin) Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</p> <p><u>Working scientifically</u> Reporting and presenting findings from enquires, including conclusions, casual relationships and explanations of and a degree of trust in results , in oral and written forms such as displays and other presentations.</p> <p><u>Type of enquiry – Identifying and classifying</u></p> <p><u>Links to prior learning</u> Link to Y5 Living things</p>	<p><u>Working scientifically</u> Reporting and presenting findings from enquires, including conclusions, casual relationships and explanations of and a degree of trust in results , in oral and written forms such as displays and other presentations. Use test results to make further predictions and comparative and fair tests.</p> <p><u>Type of enquiry – Comparative and fair testing</u></p> <p><u>Links to prior learning</u> Link to Y3 Light</p> <p><b>Oak Academy Units:</b> Light (6 lessons) Located in Y5</p>	<p>loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p>Look at how a circuit works and how the brightness of a bulb can affect the lighting on a film set.</p> <p><u>Working scientifically</u> Planning different types of scientific enquiry to answer questions, including recognising and controlling variables where necessary</p> <p><u>Type of enquiry – Pattern seeking</u></p> <p><u>Links to prior learning</u> Link to Y4 Electricity</p> <p><b>Oak Academy Units:</b> Electricity (6 lessons)</p>	<p>of the same kind, but normally offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p>Go back in time look at how an island changes, discoveries of new species (Galapagos). Look at the discovery of the Galapagos islands by father Tomas Berlanga 1535. Compare to Darwin's theory of evolution 1859 biography on Charles Darwin Lend fossil box from museum</p> <p><u>Working scientifically</u> Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Type of enquiry – Research</u></p> <p><u>Links to prior learning</u></p> <p><b>Oak Academy Units:</b> Evolution (6 lessons)</p>
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<p>Prior knowledge-</p> <p>Y5- Have touched on Cholera when they have studied Warrington in the Victorian Era.</p> <p>Y5- look at South American Comparisons in Geography- link to Deforestation and conservation topic.</p>	<p><b>History</b></p> <p><u>The Blitz</u>  <i>This extends children's chronological knowledge beyond 1066.</i></p> <p><u>How significant was the Blitz?</u></p> <ul style="list-style-type: none"> <li>Describe characteristics features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe changes in a period of history.</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Show an understanding of propaganda and how historians must understand the social context of evidence studied.</li> <li>Use sources of evidence to deduce information about the past</li> </ul> <p><u>Cross Curricular:</u>  Evacuation letter (present perfect tense application)</p>	<p><b>Local History</b></p> <p><u>A study over time- Cholera Epidemic</u></p> <p><u>How did Cholera affect Warrington?</u></p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate.</li> <li>Use sources of evidence to deduce about information in the past.</li> <li>Select suitable sources of evidence.</li> <li>Understand that no single source gives the full answer.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Refine ways of enquiry as appropriate.</li> </ul> <p><u>Cross Curricular:</u>  Information/explanation report on outbreak</p>	<p><b>Geography</b></p> <p><u>Deforestation and conservations</u></p> <p><u>What is the impact of deforestation?</u></p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps concentrating on their environmental regions</li> </ul> <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, eg, land use, economic activity. How locations around the world are changing and explain some of the reasons for this change.</li> <li>Identify and describe how physical features affect the human activity within a location.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Use globes, maps and atlases to find continents, countries and oceans.</li> </ul> <p><u>Prior Learning:</u>  Y1- Oceans and continents  Y2- Rainforests  Y3- Humans impact on the environment  Y4-How has the Earth's climate changed?  Y5-Locate North America and world's countries  Y4/5- Name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn and describe their characteristics</p> <p><u>Cross Curricular:</u>  Formal letter of complaint – Possible link to palm oil/deforestation of Amazon. (No contractions and passive verbs)</p> <p><b>Oak Academy Units:</b></p>	<p><b>Geography</b></p> <p><u>Mountains, Earthquakes and Volcanoes.</u></p> <p><u>How does the earth's structure cause mountains, volcanoes and earthquakes?</u></p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>To locate the world's continents and countries, focusing on key physical characteristics, such as mountains, volcanoes and Earthquakes.</li> </ul> <p>Mountains around the world- The Rocky (N. America)  Andes (S.America)  Everest (France/Switzerland/Italy/Australia/Germany/Slovenia)  Snowdon (North Wales)</p> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of characteristics/features of locations.</li> <li>Identify and describe how physical features affect the human activity within a location.</li> <li>Describe and understand key aspects of physical geography of mountains, volcanoes and earthquakes.</li> </ul> <p><u>Geographical Skills:</u></p> <ul style="list-style-type: none"> <li>Use the 8 compass points of a compass,</li> <li>four and six figure grid references locate places on OS maps and Atlases.</li> <li>Use symbols and keys on OS maps</li> </ul>	<p><b>Geography:</b></p> <p><u>Different uses of land: air-miles/food</u></p> <p><u>When should we go local? When should we go global?</u></p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>Name and locate world's countries, identifying land -use patterns</li> </ul> <p><u>Human and Physical Features:</u></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of land use, economic activity, including trade links.</li> </ul> <p><u>Geographical skills:</u></p> <ul style="list-style-type: none"> <li>Use maps, atlases globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><u>Cross Curricular:</u>  Persuasive writing (No contractions)</p> <p><b>Oak Academy Units:</b>  Population (10 lessons)  Globalisation (10 lessons)</p>	
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			<p>Biomes (10 lessons)</p>	<p><u>Cross Curricular:</u> Explanation of how mountains, volcanoes and earthquakes form. (Passive verbs)</p>		
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<p><b>Oak Academy Units:</b> Sikhism (10 lessons)</p>	<p><b>RE:</b> Judaism</p> <p>How do religions make the signposts and the turning points on the journey through life?</p>	<p><b>RE:</b> Christianity</p> <p>God-What is worth celebrating?</p>	<p><b>RE:</b> Buddhism</p> <p>Can people really change? <b>Oak Academy Units:</b> Buddhism (10 lessons)</p>	<p><b>RE:</b> Christianity</p> <p>Jesus - can saying sorry change things?</p>	<p><b>RE:</b> Christianity</p> <p>The Church – what do we commit ourselves to on a journey?</p>	<p><b>RE:</b> Sikhism</p> <p>What is a good life well lived?</p>
	<p><b>Art/DT:</b> DT- frame structures Art- Painting skills- Blitz painting</p> <p>Create a silhouette painting</p> <p>Use primary, secondary, complimentary and contrasting colours.</p> <p>Combine colours, tones and hints of colour to enhance the mood of a piece.</p>	<p><b>Arts/DT:</b> Also see LS Lowry- Creative Steps Year 6 <b>Drawing and Painting skills- Key artist study L.S. Lowry and Eric Tucker (local artist)</b></p> <p><b>Painting-</b></p> <p>Sketch before painting to combine line and colour.</p> <p>Create colour palettes and use primary, secondary, complimentary and contrasting colours (LS Lowry palette)Develop a personal style of painting based upon ideas of studied artists.</p> <p><b>Drawing-</b></p> <p>Use line, tone and shade.</p> <p>Develop close observation skills using a variety of viewfinders.</p> <p>use perspective in drawings.</p> <p>Apply composition, scale and proportion in drawings e.g. foreground, middle and background</p>	<p><b>Arts/DT:</b> <b>Local to Global art project</b> Art- mixed media and digital media- joint music and art project (Jackson pollock, Kevin Cummins and the Stone Roses)</p> <p>Combine mixed media to enhance or edit a digital image.</p>	<p><b>Art/DT:</b> <b>Art-Drawing and Painting skills linked to geography</b> Landscapes- Mountain ranges paintings- use Nicholas Roerich as inspiration</p>	<p><b>Art/DT:</b> DT- more complex switches and circuits- science link</p> <p>DT Food –link to French? Café?</p>	<p><b>Art/DT:</b> <b>Printing skills</b> Experiment with printing approaches and designs used by other artists and compare.</p> <p>Build up images and layers of colours.</p> <p>Create own print</p> <p>Create an accurate pattern with fine detail.</p> <p>Design prints for a product</p> <p><b>OR DRAGON ARTWORK</b></p>
	<p><b>Computing:</b></p> <p>Online Safety Blogging - Seesaw blogs</p>	<p><b>Computing:</b></p> <p>Coding</p> <p>Moved to Summer term</p>	<p><b>Computing:</b></p> <p>Spreadsheets - this could move to link to previous topic - food miles???</p>	<p><b>Computing:</b></p> <p>Spreadsheets</p>	<p><b>Computing:</b></p> <p>Quizzing - link to revision? Create own Kahoot quizzes???</p>	<p><b>Computing:</b></p> <p>Networks</p>
	<p><b>PE:</b> Kwik Cricket (Striking and fielding) Play competitive games.</p> <p>Real PE Unit 6 (Personal) FUNS: 8 - Coordination - with equipment 11 - Agility - Ball chasing</p>	<p><b>PE:</b> Hockey (Quicksticks) (Invasion game, sending and receiving) Play competitive games.</p> <p>Real PE Unit 1 (Cognitive) FUNS: 9 - Coordination - ball skills 12 - Agility - Reaction/Response</p>	<p><b>PE:</b> Dance (Creative steps - Ordnance survey) Perform a range movement through dance.</p> <p>Real PE Unit 3 (Social) FUNS: 5 - Dynamic balance 7 - Counter balance</p>	<p><b>PE:</b> Gymnastics Develop balance, flexibility, agility and coordination.</p> <p>Real PE Unit 2 (Social) FUNS: 2 - Static balance 3 - Seated balance</p>	<p><b>PE:</b> Badminton (Net and wall) Develop flexibility, strength, technique, control and balance.</p> <p>Real PE Unit 4 (Physical) FUNS: 1 - Static balance (One leg standing) 6 - Dynamic balance to agility</p>	<p><b>PE:</b> Athletics (Track and field) Develop agility, coordination, strength, technique, fitness, running, throwing and jumping.</p> <p>Real PE Unit 5 (Health and fitness) FUNS: 4 - Static balance (static balance)</p>

						10 - Coordination (floor movement patterns)
	<p><b>PSHE:</b> <b>Health and wellbeing</b></p> <p>How can we keep healthy as we grow?</p>	<p><b>PSHE:</b> <b>Health and wellbeing</b></p> <p>How can we keep healthy as we grow?</p>	<p><b>PSHE:</b> <b>Living in the wider world</b></p> <p>How can the media influence people?</p>	<p><b>PSHE:</b> <b>Living in the wider world</b></p> <p>How can the media influence people?</p>	<p><b>PSHE:</b> <b>Relationships</b></p> <p>What will change as we become more independent? How do friendships change as we grow?</p>	<p><b>PSHE:</b> <b>Relationships</b></p> <p>What will change as we become more independent? How do friendships change as we grow?</p>
	<p><b>French:</b> My everyday life (Routines, time) <a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1500&amp;t=Autumn+1">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1500&amp;t=Autumn+1</a></p>	<p><b>French:</b> Where I live (House and home) Christmas <a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1501&amp;t=Autumn+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1501&amp;t=Autumn+2</a></p>	<p><b>French:</b> New Year Sport (How to play certain sports) <a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1502&amp;t=Spring+1">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1502&amp;t=Spring+1</a></p>	<p><b>French:</b> This is me! (Preferences, feelings, characteristics) All The Fun of the Fair <a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1503&amp;t=Spring+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1503&amp;t=Spring+2</a></p>	<p><b>French:</b> Going to the Restaurant / Café culture <a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1504&amp;t=Summer+1">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1504&amp;t=Summer+1</a></p>	<p><b>French:</b> Performances! (simple plays to perform for pleasure) <a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1505&amp;t=Summer+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1505&amp;t=Summer+2</a></p>